DOCUMENT RESUME

ED 107 893 95 CE 004 004

TITLE [Elementary Career Education Units: Primary Educable.]
INSTITUTION Radford City Schools, Va.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
NOTE 81p.; For other grade levels, see CE 003 996-CE 004 003 and CE 004 005-010
AVAILABLE FROM Kuhn Barnett Elementary School, 4th and Pendleton Streets, Radford, Virginia 24141 (K-3 (39 units) $5.00; 4-7 (42 units) $5.00; Special Education (18 units) $5.00; 8-12 (107 units) $10.00)

EDRS PRICE MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS *Career Education; Clothing; *Curriculum Guides; *Educable Mentally Handicapped; Food Service Occupations; Food Stores; Hotels; Housing; Integrated Curriculum; Occupations; *Primary Education; Resource Materials; Self Concept; *Special Education; Teacher Developed Materials; Teaching Techniques; Transportation
IDENTIFIERS Radford Career Education Program

ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the primary educable in special education, the units are: clothing, the grocery store, homes and shelter, hotels, postal services, the restaurant, self-awareness, and transportation. (MDW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED107893

RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 004 741

ED107893

CAREER EDUCATION PROGRAM
RADFORD CITY SCHOOLS

UNIT TITLE: GROCERY STORE
"RING'ER UP"

APPROXIMATE GRADE LEVEL: PRIMARY SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

CE009004

BROAD OBJECTIVES:

The student will:

1. Realize his personal dependence on the neighborhood grocer.
2. Understand that the grocer receives his goods from many sources.
3. Be able to identify several tools and instruments used to perform specific tasks in a grocery store.
4. Understand that speed and accuracy in hadling money is important to both the grocer and the customer.
5. Be able to decide if he has any interest in careers related to the grocery store.
6. Realize that friendliness and courtesy is appropriate behavior for working in a grocery store.
7. Recognize responsibility and the importance of completing assigned tasks.
8. Understand and appreciate the importance of sanitation in the grocery store.

INTRODUCTION:

This unit should give students an idea of the great inter-dependence of people in our society. It is also intended to make the students aware of the various jobs related to the supermarket and the training needed to become successful in one of these careers.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Pop corn in class. Serve kool-aid. Lead a discussion of where we got this food.	
Use opaque projector to make bulletin board related to supermarket.	Opaque projector. Bulletin board.
Read book. Discuss	Let's Go To a Supermarket, by J. Goodspeed.
Show filmstrip. Discuss	My Dad Works in a Supermarket. IFC.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is a supermarket? What is its function?	Listen to cassette.	Getting to Know the Supermarket. Educational Reading Services.
	Show filmstrips. Discuss.	A Shopping Center. Coronet. Robert Goes Shopping. SVE.
	Visit a supermarket. Emphasize the variety of jobs and the specific tasks each worker performs.	Field trip.
	Read books. Discuss.	What We Eat, by Lois S. Johnson. Feeding the City, by Beulah Tannenbaum. When Hunger Calls, by Anne T. White.
2. Who works at a supermarket?	Make a list of all workers students can recall seeing when they visited the supermarket. Display this chart in room.	Chart paper.
	Show filmstrip and discuss.	Supermarket Workers. SVE. Workers Who Provide Food. Coronet. Workers Who Sell. Coronet.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Invite a supermarket owner and/or manager to visit the class. Let them discuss different workers and the responsibilities of each. Correlate spelling lesson to include words related to supermarket jobs.	Resource person.
3. What are some specific duties of each job?	Let students make an extensive study of the various careers related to the supermarket. Divide students into groups. Let them choose one specific career to study. Use media center so each group can view filmstrips dealing with their specific career. Let them read books and use reference books in library if necessary. Allow each group time to plan a presentation and time to present their information to the whole class.	Stocker In a Supermarket. Eye Gate. The Butcher. Eye Gate. Retail Clerk. Eye Gate. Study Prints: Supermarket Helpers. SVE. I Want To Be a Sales Clerk. by Eugene Baker. I Want To Be a Storekeeper. by Carla Greene.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Invite a resource person to represent each specific job. Set up a panel discussion and let students ask questions pertaining to each job.	Resource persons.
	Let students do skits role playing various careers.	
4. Are there any jobs in the supermarket that do not require a high school diploma?	Let a group of students interview various workers on their job. Tape record the session and play it back for the whole class to listen. Discuss.	Resource persons Tape recorder.
	Make a list of all jobs and qualifications (age, skill, etc.) needed to obtain that job. Display in room.	Chart paper.
5. Where do the goods in a supermarket come from? How are they transported to a supermarket?	Read stories about people who grow, produce, process, transport, or sell foods.	Childcraft Vol. 7, How We Get Things.
	Show filmstrip. Discuss.	How We Get Our Foods Series SVE.
	Display study prints. Discuss.	Interaction of Man and His Resources. McNally.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Interaction of Man and Man. McNally.
	Visit a supermarket to observe all products being delivered.	Field trip.
6. The grocer provides food for us, but what do we give him in exchange?	Read story.	"When People Didn't Use Money." Childcraft Vol. 6, pp. 230-231.
	Correlate math lesson to give students an opportunity to count money, make change, etc.	Cash register. Play money.
7. Why is cleanliness important to a grocer?	Discuss state health standards and inspections by state officials. Emphasize fact that if stores do not pass inspection, they are not allowed to continue operation.	
	Show films. Discuss.	Cleanliness and Health (Rad.) #36004.
		Health - You and Your Helpers (Rad) #50505.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. Why do people depend on a grocer so much?	Discuss how impractical it would be for all people (even in cities) to try to grow their own food, keep cows for milk, chickens for eggs, etc. Explain that people used to do this, but as the population grew and cities became crowded, this became impractical.	
	Show filmstrips. Discuss.	Your Stores. Scott. The Foods We Eat Series. SVE. The Fruit and Vegetable Store. Eye Gate.

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
Instruct students to bring empty boxes, cans, etc. to school (leave labels on). Set up a grocery store in the classroom. Allow each student to apply for the job of his choice. Have interviews. Include the clerk, manager, bagboy, stocker, butcher, etc. Correlate language arts lesson to allow students to write ads for the supermarket.	Empty food containers. Cash register. Play money. Grocery bags.
Role play each career. Let some students be customers so that the children see their store in actual operation.	
Read comic book.	Popeye and Marketing and Distribution Careers. King.
Work puzzle.	Grocer. Playskool.

BIBLIOGRAPHY

1. Filmstrips:

My Dan Works in a Supermarket. IFC, 1968.
A Shopping Center. Coronet, 1971.
Stocker In a Supermarket. Eye Gate, 1965.
Workers Who Provide Food. Coronet, 1972.
Your Stores. Scott, 1972.
The Foods We Eat Series. SVE, 1971.
How We Get Our Foods Series. SVE, 1964.
The Butcher. Eye Gate, 1967.
The Fruit and Vegetable Store. Eye Gate, 1967.
Retail Clerk. Eye Gate.
Robert Goes Shopping. SVE, 1967.
Supermarket Workers. SVE, 1971.

2. Cassettes:

Getting to Know the Supermarket, Educational Reading Services.

3. Comic Books:

Popeye and Marketing and Distribution Careers. King, 1973.

4. Puzzles:

Grocer. Playskool.

5. Study Prints:

Food & Nutrition. Cook, 1966.
Interaction of Man and His Resources. McNally, 1969.
Interaction of Man and Man. McNally, 1969.
Supermarket Helpers. SVE,1965.

6. Books:

Baker, Eugene. I Want To Be a Sales Clerk. Children's Press, 1969.
Goodspeed, J. Let's Go To A Supermarket. Putnam, 1958.
Greene, Carla. I Want To Be A Storekeeper. Children's Press, 1961.
Johnson, Lois S. What We Eat. Rand Mc-Nally, 1969.
Tannenbaum, Beulah. Feeding The City. McGraw-Hill, 1971.
White, Anne T. When Hunger Calls. Garrard, 1966.
Wise, William. Fresh, Canned and Frozen. Parents Magazine, 1971.

7. Films:

Cleanliness and Health. #36004 Rad.
Health - You and Your Helpers. #50505 Rad.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CLOTHING

"WHAT'S IN MY CLOSET?"

APPROXIMATE GRADE LEVEL: PRIMARY EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: Clothing
"What's in My Closet?"

After learning about oneself and one's home, a logical step is to learn about one's clothing. This unit will give students a view of the many careers involved in clothing manufacture and care. Occupations in these areas are realistic choices for special students, so the knowledge gained from this unit will hopefully be functional in each child's daily life.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
Two dolls(a boy and a girl, appropriately dressed) will be placed on a display table. Also, on the table will be a display of sources of materials used in making clothing (piece of raw wool or picture of a sheep; piece of leather or picture of a cow; coal; wood; silk worm cocoon or picture; cotton ball, etc.). Class discussion and guessing game of parts of clothing made from each source on the table.	

BROAD OBJECTIVE: To help students develop an interest in clothing.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What are some of the reasons that people wear so many different kinds of clothing?	Make a list(children) of the types of clothing people wear (dress, shirt, boots, raincoat, etc.).	Textbook: Our Working World Families at Work Neighbors at Work
	Use pictures of clothing and clothing accessories from Instructor study prints.	Study prints: Instructor - Clothing
	Read(pupils) about the different kinds of clothing.	Textbook: A World of Surprises "The Jumping Hat" p.130 Going Places, Seeing People "Tito's Hats" p.29-34
	Learn and sing songs: 1. "Galoshes" p.39 2. "Green Dress" p.3	Music textbook: Music in Our Town
	Read story	Book: Story of Your Coat by Clara Hollos
2. What clothes are best suited for school, play, parties, church, and other occasions?	Students prepare a bulletin board using pictures appropriate to the best clothes to wear to school, church, etc.	Textbook: Sun and Shadow "Miss Poppy" p.132-157
	Read(pupil) stories about the appropriate clothing to wear.	
3. What workers need special clothing for their jobs?	Collect pictures and make posters of community workers, we have already studied about, in appropriate dress.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Read story(teacher)	Childcraft Vol.10 p.220-221 "Making the Clothes You Wear"
4. How are "fashions" established?	Learn and sing songs: 1. "Hat Parade" p.60 2. "Here We Go" p.119	Music textbook: Music in Our Town
	Design fabric prints by using muslin and print with potato prints, soap prints or sponge stencils.	Art book: Arts and Crafts for Elementary Teachers

BROAD OBJECTIVE: To help students develop an appreciation of the cooperation of the many workers, in making, supplying and caring for our clothing.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What places and workers in our community provide our clothes?	Read(pupil) story. Play act above story. Social studies: read(pupils) "A Visit To The Shirt Factory" Class discussion of workers in the shirt factory. Read(teacher and pupils) "Let's Go To A Clothing Factory". Visit [illegible] factory, J. [illegible] & Son shirt factory.	Textbook: Going Places, Seeing People "The Elves and the Shoemaker" p.173-180. "A Visit To The Shirt Factory" p.98-102. Library Book: Let's Go To A Clothing Factory by Harry (E-L) Lazarus, G. P. Putnam Sons, New York.
2. What places and people help us care for our clothes?	Learn and sing songs: "The Shoemaker" Visit laundry and observe and talk with workers washing, cleaning & pressing clothes. Send a familiar clothing item through the laundry. Compare its appearance before and after cleaning.	Music in Our Town(2) Music Now and Long Ago(3) Silver Burdett(record G.2#5 p.75 and Grade 2 p.62) Cook's Clean Center workers. Clothing item

BROAD OBJECTIVE: To help students gain an understanding of the different products used in making our clothing.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Of what materials is our clothing made?	Make a "cooperative" list of all things children can think of which clothes are made from (wool, cotton, etc.)	Use samples of cloth for wool, cotton, silk, etc. Also, emphasize cloth patterns(stripes, solids, polka dots, checks, etc.)
	Social studies: Read(pupils) stories "Clothes are Made from Many Things".	Textbook: Learning About Our Neighbors "Clothes are Made From Many Things" p.92-97
	Spelling and language: Clothing vocabulary-class discussion, flash card word game.	The Instructor Publications P. O. Box 6108 Duluth, Minnesota #634 Clothing #637 Clothing accessories
2. From what sources do clothing materials come?	Learn and sing songs: "The Sheep Shearing" p.124 "The Tailor and the Bear" p.100 "I Had A Little Overcoat" p.96 "The Shoemaker" p.94	Music textbook: This Is Music 2
	Transparency: View & discuss Learning About Clothing	Creative Visuals transparency Family Relations-Learning about Clothing 301.42AE-05
	Read stories(students)	Stories: The Youngest Camel by Kay Boyle; The Luck Llama by Alice Desmond.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. How is thread made?	Read(teacher) and discuss process by which thread is made. Make dyes from plant sources- onion skin, beets, spinach, walnut. Try making yarn or thread by hand from various fibers. Discuss how thread is made today.	World Book-Vol. T
4. How is cloth woven?	Discuss pictures will be placed on bulletin board of spinning wheel, etc. Weave small samples from yarn. Use either loom made from tongue depressors or one made from shoe box. Read "Clothes Long Ago".	Loom and yarn. Textbook: Learning About Our Neighbors; "Clothes Long Ago" p.103
	Filmstrips: View and discuss The Story of Cotton The Story of Wool The Story of Rubber The Story of Leather	Filmstrips: 204-S How We Get Our Clothing (SVE)

BROAD OBJECTIVE: To help students gain an understanding of the importance of wise and careful selection of our clothing. 7

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How can we take care of the clothing we have?	Learn and sing songs: "Hanging Out the Linen Clothes" "The Laundryman" Provide a lost and found box for misplaced clothing in room. Empty box daily by finding owners.	American Folk Songs for Children; Doubleday, Garden City, N.J. Music For Young Americans; American Book Co., New York. Sharing Music(Kindergarten)
2. Which is more practical for children's clothing-silk or cotton? Why?	Collect and label samples of clothing materials-leather, nylon, plastic, silk, linen, cotton, wool, rubber. Examine and discuss fibers, texture, etc. Deliberately stain with berry juice, etc. samples of above materials and try to wash them. See the results.	Samples of materials.
3. Should we play in the clothes our parents have provided us with for school and other activities?	Class discussion of "dos and don'ts" of wearing our school clothes to play in. Invite a mother in to discuss with class above subject and give her view. Write thank-you letters to mother who visited class.	Class mother

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
4. What would a complete "outfit" for me to wear to school in winter cost?	Read (pupils): "A New Hat and a New Dress" "New Clothes for Henry" List an ideal "outfit" for boy and girl and then visit a department store or use a catalog and list costs. Then add the total costs.	Textbook: Learning About Our Neighbors "A New Hat and a New Dress" p.139. "New Clothes for Henry" p.87.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Have a "style" show (for other primary grades) with different children dressed to represent community workers; plus appropriate clothing for children at play, school, church, etc. The child appropriately dressed will recite a creative poem about his "fashion." Set up a clothing store. Use catalogs to price all clothing items. Use each child's coat, hat, mittens, etc. for motivation. Role play jobs of all those involved(farmer, sheep shearers, truck drivers, factory workers, store owners, salespeople, buyers, etc.) Use play money to show that each person involved receives a profit.	Primary Grade Activities Childcraft 1971 p.40

BIBLIOGRAPHY

1. Children's Books:

Bassett, Sara Ware. The Story of Wool. Penn Publishing Co., 1917.
Boyle, Kay. The Youngest Camel.
Brandwein, Paul F. Concepts in Science 2. Harcourt, Brace & World.
Buehr, Walter. Cloth From Fiber to Fabric. Morrow, 1965.
Cavanna, Betty. The First Book of Wool. Watts, 1966.
Cooper, Elizabeth K. A World of Surprises; Going Places, Seeing People. Harcourt, Brace and World.
Desmond, Alice. The Lucky Llama.
Fisher, Leonard E. The Shoemakers. Watts, 1967.
Fisher, Leonard E. The Tanners. Watts, 1966.
Hefflefinger, Jane & Hoffman, Elaine. A Hundred Dresses at a Time. Children's, 1970.
Jupo, Frank J. Nothing to Wear But Clothes. Aladdin, 1953.
Lazarus, Harry. Let's Go To A Clothing Factory.
McCall, Edith S. How We Get Our Cloth. Benefic Press, 1964.
McCall, Edith S. How We Get Our Clothing. Benefic Press, 1961.
Meshover, Leonard. You Visit a Dairy-Clothing Factory. Benefic Press, 1965.
Nighbert, Esther. True Book of Cloth. Children's, 1955.
Pitt, Valerie. Let's Find Out About Clothes. Watts, 1967.
Rogers, Matilda. First Book of Cotton. Watts, 1954.
Senesh, Lawrence. Our Working World. SRA.
Waller, Leslie. Clothing; A Book to Begin On. Holt, Rinehart.
Wann and others. Learning About Our Neighbors. Allyn and Bacon.

2. Teachers' and Children's Books:

American Folk Songs for Children. Doubleday.
Arts and Crafts for Elementary Teachers. William C. Brown Company, Inc. Dubuque, Iowa.
Childcraft. Vol. 10.
Music for Young Americans. American Book Company.
Worldbook. Vol. C, W, S.

4. Charts, Word Cards, Pictures:

Clothing. Instructor Publications.
Clothing Accessories. Instructor Publications.

5. Transparency:

Family Relations-Learning About Clothing. Creative Visuals.

6. Filmstrips:

How America is Clothed. Eye Gate, 1953.
How We Get Our Clothing. SVE.
Making Clothing(How Things Are Made series) Eye Gate, 1972.
My Dad Works in a Shoe Store. (Fathers at Work series) Churchill Films, 1968.
Our Neighborhood Laundry. (Our Neighborhood Workers series) Eye Gate, 1958.
The Shoemaker. (Our Neighborhood Workers series) Eye Gate, 1958.
The Story of Cotton. (How We Get Our Clothing series) SVE.
The Story of Leather. (How We Get Our Clothing series) SVE.
The Story of Rubber. (How We Get Our Clothing series) SVE.
The Story of Wool. (How We Get Our Clothing series) SVE.
The Tailor. (Our Neighborhood Workers series) Eye Gate, 1958.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: SELF

"HOW OTHERS SEE ME"

APPROXIMATE GRADE LEVEL: PRIMARY EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: Self
"How Others See Me"

The development of enhanced self-concepts is an important goal in any special education classroom. After this unit is completed, each student should have a more realistic idea of how he looks to others. The role-playing of various occupations related to body care(such as barber and beautician) will hopefully eliminate the untidy personal habits so often found within a special class. For this reason and for purposes of getting acquainted, it is strongly advisable to begin the school year with this unit.

BROAD OBJECTIVE: To help children understand the concept of "Who Am I?" and to identify ways in which the child is unique.
To promote positive self-image.
To help him become aware of things important to him.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who am I?	Teacher asks the class this question and guides discussion. Teacher introduces self and tells about self. Make small bulletin board w/pictures from past to describe self. Show filmstrips-discuss.	Bulletin board Filmstrip: "Sometimes I Wonder" SRA-Awareness Series SVE-Getting to Know Me series Book: Debbie and Herself by Lois Lensky.
2. Who are you? How do you look to yourself? To others?	Let children look in full length mirror-tell name, describe clothing worn, color of hair and eyes, tell if they like themselves(in order to be a really happy person, you must first like yourself). Remind them to use whole sentences while speaking. Using newsprint, lie on floor and trace outline of each other. Color, cut out and display in room.	Full length mirror. Newsprint. Crayons. Books: Many Names for Eleen by Peggy Sullivan. The Very Little Girl by Phylis Krusilowsky.
3. How old are you? Where do you live? Who are your parents?	Using worksheets, teach each child his name, age, address, school, mother's and father's name. Let each child complete an application form using this information to get a classroom job.	Worksheets. Word cards. Hat.

CONTINUED To help the children become aware of the feelings and rights of others.
To promote cooperation within the group.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Repeat this activity on the first day of each month so each child can have a new job. Make word cards of each child's mother's and father's name and put in hat. Draw one at a time and let rest of class guess whose mother or father this is to familiarize each student with other students' parents.	
4. What can you do by yourself? What do you like and/or dislike?	Teacher guides discussion and exploration to see if child can zip, button, tie, brush teeth, bathe, etc. Discuss things we like and dislike. Make collage of things you like. Display on bulletin board with each child's name.	Manipulative objects for tying, zipping, etc. Construction paper. Old magazines. Bulletin board
5. How do you feel?	Discussion of what makes us angry, happy, sad, etc. Show film: "Clown" and discuss emotions. Discussion of how to be a friend to others, what we expect of our friends, etc.	"Clown" Radford College Library 65509

CONTINUED To promote interest in and awareness of the occupations of barber and beautician.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. How can we improve our appearance?	Construct a beauty and barber shop to emphasize cleanliness. Style hair, shine shoes, file nails. Study details of being a barber and a beautician- hours of work, wages, training needed, etc. Role play in beauty-barber shop. Plan a skit and invite another class in to visit.	Shoe polish, comb and emery board for each student. Make-up, razor(w/out blade), hair rollers, colognes, hair clippers, shoe brush, curtains, wash cloth, towels, etc.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Let each child have a small bulletin board for one week to tell about himself.	Bulletin board

BIBLIOGRAPHY

1. Books:

Berends, Polly Berrien. Who's That In the Mirror? New York: Random House, 1968.
Kraues, Ruth. The Growing Story. New York: Harper & Row, 1947.
Krusilowsky, Phylis. The Very Little Girl. Doubleday, 1953.
Lensky, Lois. Debbie and Herself. Walck, 1969.
Seignbose, Francoise. The Things I Like. New York: Scribner's Sons, 1960.
Sullivan, Peggy. Many Names for Eleen. Follett, 1969.
Zolotow, Charlotte. The Hating Book. New York: Harper and Row, 1963.

2. Films:

"Clown" Radford College Library 65509

3. Filmstrips:

Science Research Associates, Inc. Awareness Series.
Society for Visual Education. Getting to Know Me Series.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: TRANSPORTATION - BUSES, TAXIS, TRUCKS

"KEEP ON TRUCKIN'"

APPROXIMATE GRADE LEVEL: PRIMARY SPECIAL EDUCATION

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

BROAD OEJECTIVES:

1. Become aware of any interest he may have in careers related to transportation by bus, truck, or taxi.

2. Understand that information and skills he gains in the classroom can be applied to experiences he may encounter as a bus driver, truck driver, or taxi driver.

3. Understand that careers involved with transportation greatly depend on services from careers in areas such as fuel distributors, communication services, etc.

4. Recognize the economic implications related to a career in transportation.

5. Realize that decisions he will make concerning his work will affect other people.

6. Become aware of critical thinking skills and interpersonal behavior appropriate to a career with transportation.

7. Recognize responsibility and the importance of completing assigned tasks.

8. Understand that a job well done is rewarded by self-satisfaction and recognition from others.

INTRODUCTION:

Every person is either directly or indirectly affected by transportation careers. Through this unit, children will become aware of several modes of transportation for people and goods. Because transportation is such a broad topic, this unit deals only with careers related to buses, taxis, and trucks.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
Let each student make either a taxi, a truck, or a bus from a shoe box. Let them construct the inside, paint it, etc.	Shoe Boxes Tempera Paint
Read book. Discuss.	I Want to Be A Truck Driver, by Carla Greene
Let children bring in pictures of buses, trucks, and taxis. Discuss sizes and shapes. Make a bulletin board (perhaps a collage).	Magazines Bulletin Board

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do people travel in our town? If a person didn't have a car of his own, how would he travel?	Class assignment: Instruct each student to sit in his yard for 15 minutes and record all different types of vehicles he sees. Class discussion the next day; compare different answers from different areas, etc.	
	Divide class into groups to develop skits portraying how they could catch a bus or taxi in a crowded city.	
	Discuss study prints.	Means of Transportation. Instructor. How People Travel in the City. SVE.
	Draw pictures to show people traveling by bus, taxi, etc.	Drawing paper. Crayons.
2. Who are workers who provide ways for us to travel?	Read books. Discuss.	I Want to Be A Taxi Driver. Eugene Baker. I Want to Be A Bus Driver. Carla Greene.
	Show filmstrip. Discuss.	The Custodian and the Bus Driver. Mc-Graw-Hill.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Invite a bus driver and a taxi driver to visit class. Let students interview them concerning their jobs.	Resource persons - bus driver and taxi driver.
	Work puzzle.	Bus. Playskool.
	View and discuss films and filmstrip.	Bus Driver. #40904 (Rad.) Buses that Serve Our Community. #27904 (State) Cities and Transportation. Eye Gate.
	Correlate spelling lesson to include words related to transportation by bus, taxi, and truck.	
3. What other jobs are necessary to keep transportation careers in operation?	Read books. Discuss.	Who Built The Highway. Norman Bate. Let's Go To A Garage. J. Goodspeed. I Want to Be A Mechanic. Carla Greene. About Roads. Norman & Madelyn Carlisle.
	Use media center to let each student view filmstrips. Discuss.	Gas and Oil Services. Denoyer-Geppert. Fixing a Flat Tire. Eye Gate. The Gas Station Attendant. Eye Gate. The Bus Station. Coronet. Buses. Jam Handy.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Let each student write a short story telling what would happen to bus and taxi drivers if there were no mechanics, service stations, etc.	Writing paper.
4. What is the difference between public and private transportation? Which is better?	Read books. Discuss.	Transportation. Wilma Cain. America Travels. Alice Dalgliesh. The Story of Transportation. Jeanette Eaton. The Wonderful World of Transportation. David Lambert & Laurie Lee. The Look-It-Up Book of Transportation. Bernice Kohn.
	Let students make a chart comparing public and private transportation. Display in room.	Chart paper.
	When bus driver and taxi driver visit class, ask questions concerning public versus private transportation.	Resource persons - taxi driver and bus driver.
5. Which type of public transportation do most people like best?	Let class do a survey of the most popular type of public transportation.	Chart paper.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	If possible, make notes on reasons for different choices. Make a chart comparing results. (This survey may be taken at home as well as in other classes.)	
	Have a class discussion on which type of transportation students see most and possible reasons for this.	
6. How should we behave while traveling on public vehicles?	Show filmstrips. Discuss.	Manners on Public Transportation. SVE.
	View film and discuss.	School Bus Safety. #31708 (State, Rad.)
	Divide class into 2 groups. Role play skits portraying a right and a wrong way to behave while traveling on public means of transportation.	
7. Do things (furniture, animals, etc.) travel the same way as people?	Read books. Discuss.	Trucks. Herbert Zim and James Skelly. Trucks on the Highway. C. B. Colby.
	Show study prints. Discuss.	Moving Goods for People in the City. SVE.
	Shoe film and discuss.	Transportation by Land. #5204 (State, Rad.)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. What types of careers are related to transportation by truck?	Read books. Discuss.	Truck Drivers: What Do They Do? Carla Greene.
	Work puzzle.	Truck Driver. Playskool.
	Read comic book.	Popeye and Transportation Careers. King.
	Discuss fact that some services are needed for operation of trucks as for taxis and buses (gas stations, mechanics, etc.)	
9. What are some advantages and disadvantages to a career related to transportation?	Let several students interview a bus driver, truck driver, and taxi driver. Tape record each session. Emphasize financial implications, hours of work, etc.	Resource persons. Tape recorder.
	Make a chart comparing the three.	Chart paper.
	Let each student choose the career he would like most if he had to choose one in transportation.	

CULMINATING ACTIVITIES	RESOURCES AND MATERIALS
Take a trip to a bus station. Let students buy their tickets, check luggage, and take a bus ride. or Visit a taxi stand. Let students listen to calls, etc. If possible, let them ride in taxi to pick up customer. or Take a trip to a truck terminal. Observe trucks being loaded and unloaded. Interview several drivers about their jobs.	Field trips.
Let students make a model of a city. Emphasize importance of gas stations in different locations. Use taxis, buses and trucks to show movement around the city in one day.	Shoe boxes. Styrofoam. Large table.

BIBLIOGRAPHY

Books:

Baker, Eugene. I Want To Be A Taxi Driver. Children's Press, 1969.

Bate, Norman. Who Built The Highway. Scribner, 1953.

Cain, Wilma Wilson. Transportation. Fideler.

Carlisle, Norman and Madelyn. About Roads. Melmont, 1965.

Colby, C. B. Trucks on the Highway. Coward-McCann, 1952.

Dalgliesh, Alice. America Travels. MacMillan, 1933.

Eaton, Jeanette. The Story of Transportation. Harper and Row, 1927.

Goodspeed, J. Let's Go To A Garage. Putnam, 1957.

Greene, Carla. I Want To Be A Bus Driver. Children's Press, 1959.

Greene, Carla. I Want To Be A Mechanic. Children's Press, 1959.

Greene, Carla. I Want To Be A Truck Driver. Children's Press, 1958.

Greene, Carla. Truck Drivers: What Do They Do? Harper, 1967.

Kohn, Bernice. The Look-It-Up Book of Transportation. Random House, 1968.

Lambert, David and Lee, Laurie. The Wonderful World of Transportation. Doubleday, 1970.

Lattimore, Eleanor Frances. The Bus Trip. Morrow, 1965.

Zim, Herbert and Skelly, James. Trucks. Morrow, 1970.

Filmstrips:

Manners on Public Transportation. SVE, 1970.

Gas and Oil Services. Denoyer-Geppert, 1969.

The Bus Station. Coronet, 1969.

Buses. Jam Handy, 1957.

Cities and Transportation. Eye Gate, 1972.

The Custodian and the Bus Driver. McGraw-Hill, 1969.

Fixing A Flat Tire. Eye Gate, 1965.

The Gas Station Attendant. Eye Gate, 1965.

Puzzles:

Bus. Playskool.

Truck Driver. Playskool.

Study Prints:

How People Travel in the City. SVE, 1965.

Means of Transportation. Instructor, 1969.

Moving Goods for People in the City. SVE, 1965.

Records:

Transportation. Bowmar, 1968.

Comic Books:

Popeye and Transportation Careers. King, 1973.

Films:

40904 Bus Drivers (Rad.)

27904 Buses That Serve The Community. (State)

31708 School Bus Safety. (State, Rad.)

05204 Transportation by Land. (State, Rad.)

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: HOTEL: NO VACANCY

APPROXIMATE GRADE LEVEL: PRIMARY SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

BROAD OBJECTIVES:

Each student will:

1. Become aware of any interest he may have in careers related to the operation of a hotel or motel.
2. Understand that information and skills he gains in the classroom can be applied to experiences he may encounter in the restaurant business.
3. Be able to identify some instruments and tools used to perform specific tasks in a restaurant.
4. Understand that speed and accuracy in handling money is important for a career in the hotel or motel business.
5. Realize that decisions he will make concerning his work will affect other people.
6. Realize that friendliness and courtesy is appropriate behavior for working in a hotel or motel.
7. Understand responsibility and the importance of completing assigned tasks.
8. Understand that his behavior toward customers would affect his financial gains from a career in a hotel or motel.

INTRODUCTION:

This unit is intended to make students aware of the various careers related to the operation of a hotel or motel such as the manager, clerk, bell-hop, maid, elevator man, and custodian. Since most large hotels and motels have restaurants, this unit is intended to be a follow-up to the unit on restaurant careers. In this way, the students will realize that the efficient operation of hotels and motels usually depends on the efficiency of the restaurant involved.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIAL
Show filmstrip. Discuss.	Workers and Their Work. Coronet.
Use opaque projector to make bulletin board related to hotel and motel.	
Role play incident of family on a trip looking for a hotel or motel. It is about bedtime and they are unable to find a place with vacancies.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What is a motel? What is a hotel? What are their functions?	Look up meanings in dictionary. Emphasize the difference between the two.	
	Let students draw pictures of their concept of a hotel or a motel. Study results and try to clear up any mis-conceptions they may have.	Drawing paper. Crayons.
	Invite a mother and father to visit the classroom to discuss the convenience of having hotel or motel accommodations available when they are on trips.	Resource persons.
2. Who works in a hotel or motel?	Visit a hotel and/or a motel. Observe various workers on the job.	Field trip.
	Make a list of all workers students saw on the trip. Display chart in the room.	
	Invite a hotel and/or motel manager to visit class. Let him discuss various workers whom he supervises and the responsibilities of each.	Resource person.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Correlate spelling lesson to include careers related to a hotel and motel.	
	Read book. Discuss.	Careers in Hotels and Restaurants by Litton.
3. What are some specific duties of a hotel or motel manager?	Invite a manager to visit class and tell about his job.	Resource person.
	Listen to cassette. Discuss.	Hotel Manager. Educational Sensory Programming.
	Begin making a booklet of color worksheets for each hotel and motel worker.	Color worksheets.
4. What are some specific duties of a hotel bell-hop?	Invite a bell-hop to visit class and tell about his job.	Resource person.
	Continue booklet of hotel and motel workers.	Color worksheet.
	Show filmstrip. Discuss.	At Your Service. Denoyer-Geppert.
5. What are some specific duties of a hotel or motel clerk?	Listen to cassette. Discuss.	Hotel Clerk. Educational Sensory Programming.

CONTINUED

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Continue booklet of hotel and motel workers.	Color worksheet.
	Show filmstrip. Discuss.	Become A Receptionist. Educational Sensory Programming.
	Correlate math lesson to allow students an opportunity to count money, make change, etc.	Play money. Cash register.
	Display study prints. Discuss.	Learning About Money. David C. Cook.
	Role play an incident of one person making reservations by phone and hotel clerk taking the call and getting all the necessary information accurately.	Play telephone.
6. What are some specific duties of a hotel or motel maid?	Invite a maid to visit class and tell about her job.	Resource person.
	Continue making booklet of all jobs related to hotel and motel.	Color worksheet.
	Let students set up a motel room in the class. (Use a cot for bed if there is not enough room for a large one.) Role play duties of maid such as	Bed or cot. Linens, chair, mirror, curtains.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	making the bed, cleaning the bathroom, replacing linens, etc.	
7. What are some specific duties of a hotel elevator man?	Invite an elevator man to visit class and tell about his job.	Resource person.
	Continue booklet of hotel and motel workers.	Color worksheet.
	Let a group of students take a tape recorder to a hotel and interview an elevator man about his job. Play it back and discuss it with rest of the class.	Tape recorder.
	Show filmstrip. Discuss.	Workers Who Provide Services. Coronet.
8. What are some duties of a hotel or motel custodian?	Invite a hotel or motel custodian to visit class and tell about his job.	Resource person.
	Continue booklet of hotel and motel workers.	Color worksheet.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Compare duties of hotel and motel custodians to custodians on other jobs. Decide if their incomes are comparable, working hours are good, etc.	
9. What are some other careers related to a hotel or motel?	Explain that all the careers we studied in our restaurant unit are necessary to the operation of a hotel or motel if it has a restaurant. Discuss fact that the operation of a hotel or motel is dependent on other careers such as laundry workers, food services, etc.	

CULMINATING ACTIVITIES	RESOURCES AND MATERIAL
Let each student choose his favorite career related to the hotel and motel. Allow them to make paper bag or sock puppets of that person. Role play operation of a hotel and/or motel.	Paper bags. Socks, crayons.
Make a mural representing the students' concepts of the operation of a hotel and motel. Compare this with pictures students drew prior to this unit. Display in classroom.	Roll of drawing paper. Crayons or tempera.

Filmstrips:

Workers Who Provide Services. Coronet, 1972.

Become A Receptionist. Educational Sensory Programming.

Workers and Their Work. Coronet, 1972.

Workers In Professions. Coronet, 1972.

At Your Service. Denoyer-Geppert, 1967.

Books:

Careers in Hotels and Restaurants. Litton.

Cassettes:

Hotel Clerk. Educational Sensory Programming.

Hotel Manager. Educational Sensory Programming.

Study Prints:

Learning About Money. David C. Cook, 1970.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: POSTAL SERVICES

"A LETTER OF YOUR OWN"

APPROXIMATE GRADE LEVEL: PRIMARY EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: Postal Services
"A Letter of Your Own"

Each student's desire to receive and send mail provides concrete motivation for improving handwriting and learning the correct form of letter writing. These parts of the primary special education curriculum are easily incorporated into the postal services unit. Hopefully, each student will become aware of the job opportunities related to all areas of the postal services.

BROAD OBJECTIVE: To help children see the relationship of the postal services to their lives.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Do you ever receive any mail?	Book-read to the class. Discussion	
2. How do we get our mail?	Class discussion-let children present their ideas and thoughts.	
	Draw pictures to represent their ideas of how we re-receive our mail.	Material needed: Drawing paper

BROAD OBJECTIVE: To help children improve letter writing skills.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. When you write a letter, what things must you include?	Class discussion-bring in the different things that are included in all letters(heading, greeting, etc.). Make a chart by putting a letter on paper and labeling different parts. Make a transparency-write a letter and as a class label the letter parts.	Material needed: Chart paper Material needed: Acetate sheet for transparency. Felt tip pen for writing on transparency.
2. Are all letters the same? Would you write the same type of letter to a friend as you would to a businessman?	Discuss the friendly letter. Write letters-class activity. Display letters-on bulletin board.	
3. After you write a letter, what do you put it in(envelope)? Why do you use it? What do you put on the outside of the envelope?	Class discussion. As a class activity make a large envelope and address it correctly. Let children address envelopes to go with the letters they have written.	

BROAD OBJECTIVE: To acquaint children with the various types of letters (ex.: air mail, special delivery) and the costs involved in mailing different types of letters.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Is all mail classified the same?	Discuss different classes of mail. If possible, display different types.	
2. Why do we use stamps?	Read story.	Story: "About Stamps"-Going Places, Seeing People
	View stamp collection-perhaps a child can bring one in.	Material: Stamp collection
	Design a stamp.	
3. Do all stamps cost the same amount?	Class discussion-let different ones bring in stamps to see if all stamps cost the same and are alike. Refer back to stamp collection.	
4. What is a zip code? Why do we use zip codes?	Filmstrip-view and discuss.	Filmstrip: Home Services - ECF-107 Mail Delivery
	Make Mr. Zip Code-large enough for bulletin board.	
	Book-read and discuss.	Book: Mr. Zip and the U. S. Mail

BROAD OBJECTIVE: To acquaint the children with the various personnel in the postal services and their specific tasks in mail delivery.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who are the different people involved in mail delivery?	Bulletin board using study prints.	Study prints: Set SP121-Postal Helpers
	Filmstrips-view and discuss.	Filmstrips: F-A7 Post Office Workers F-A12 The Mailman Workers for the Public Welfare-140C The Post Office and Postal Workers
	Film-view and discuss.	Films: Mailman 10 mins. co/bw 1947 El. Rad.
	Song-"The Postman"	Exploring Music
	Make individual mail boxes.	
2. Where do they work?	Filmstrip-view and discuss.	Filmstrip: Our Post Office-SVE p.29 221-5
	Film-view and discuss.	Film: Our Post Office-10804 11 min. co/bw 1966 El. Rad.
	Books-read and discuss.	Books: At the Post Office Let's Go To A Post Office The True Book of the Post Office and Its Helpers

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What are their different jobs? How is a post office devided?	Book-read and discuss. Make a chart listing various jobs. Field trip Write letters asking permission to visit post office. Then write thank-you notes after visit.	Book: Behind the Scenes at the Post Office Material needed: Chart paper Visit post office
4. What are their jobs like? What are the dangers of the job?	Resource person-talk about his job. Write thank-you letter for visiting class. Role play different positions (Ex.: mailman in the snow, rain-sorter at Christmas time)	Resource person
5. Does anyone work in a post office at night?	Film-view and discuss.	Film: 20904 Night Community Helpers 11 min. co/bw 1968 El. State
6. What is involved in our mail delivery?	Book-read and discuss. Film-view and discuss. Write stories on mail delivery. Flannel board cut-outs on mail services.	The Pony Express Film: 86004 Helicopter Carries Mail 11 mins. co/bw 1965 P. Rad. Filmstrip: 53E The Mail Goes Through Eye Gate p.36 Obtain from kindergarten teacher.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Construct a post office and a street mail box. Assign different roles to different class members, (ex., postmaster) and since the children have already constructed individual mail boxes, they can write letters and put them in their mail box or in the street mail box to be picked up by the mailman. The mail will then be taken to post office, sorted and eventually delivered. Reading session can then be held. The children are to use the forms for letter-writing and correct addressing of envelopes that they previously learned. They may use stamps on their letters which they previously designed. Send each student a letter to his home explaining that our postal unit is ending and expressing the desire that the student continue in the letter writing activity.	Materials needed: Refrigerator box Smaller box

BIBLIOGRAPHY

1. Children's Books:

Adams, Samuel Hopkins. The Pony Express. Random House. New York: 1950.
Barr, Jene. Mr. Zip and the U. S. Mail. Albert Whitman & Co. Chicago: 1968.
Buchheimer, Naomi. Let's Go To A Post Office. G. P. Putnam and Sons. New York: 1964.
Chapin, Cynthia. News Travels. Whitman, 1967.
Colonius, Lillian and Schroeder, Glenn W. At The Post Office. Melmont Publishers, Inc. Chicago: 1953.
Greene, Carla. I Want to be a Postman. Children's, 1958.
Greene, Carla. Where Does a Letter Go? Harvey House, 1966.
Hastings, Evelyn B. About Postmen. Melmont, 1957.
Henroid, Lorraine. I Know a Postman. Putnam, 1967.
Jupo, Frank. Any Mail For Me? Dodd, Mead & Co. New York: 1954.
Lewis, Alfred. Behind the Scenes At The Post Office.
McCall, Edith. How We Get Our Mail. Benefic Press, 1961.
Meshover, Leonard. You Visit a Post Office/Telephone Company. Benefic Press, 1970.
Miner, O. Irene Servey. The True Book of the Post Office and Its Helpers. Children's Press, Inc. 1955.
Shay, Arthur. What Happens When You Mail a Letter. Reilly and Lee, 1967.
Walker, Joseph. How They Carried the Mail. Dodd, 1930.

2. Teachers' Books:

Berg, Richard C. and others. Exploring Music: Music for Young Americans. American Book Company. New York: 1966.
Early, Margaret and others. Going Places, Seeing People. Harcourt Brace Jovanovich, Inc. New York: 1970.

3. Filmstrips:

ECF-107 Mail Delivery
SVE Our Post Office
F-A7 Post Office Workers
Eye Gate 53E The Mail Goes Through
F-A12 The Mailman
Eye Gate 140C The Post Office and Postal Workers
Troll Associates, 1969. Special Delivery, Story of Our Post Office

4. Single Cassettes:

Mail Carriers/Postal Clerks (American Occupations series) Educational Sensory Programming.
Getting to Know the Post Office. Troll Associates, 1971.

5. Films:

86004 Helicopter Carries Mail
11 min. co/bw 1965 P. Radford

12205 Helpers Who Come To Our House
11 min. co/bw 1956 P. Radford

19104 Mailman
10 min. co/bw 1947 El. Radford

20904 Night Community Helpers
11 min. co/bw 1968 El. State

10804 Our Post Office
11 min. co/bw 1966 El. Radford

6. Study Prints:

SVE Community Helpers
Set SP-121 Postal Helpers

Flannel board cut-outs of postal services

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: "MAY I TAKE YOUR ORDER?"
THE RESTAURANT

APPROXIMATE GRADE LEVEL: PRIMARY SPECIAL EDUCATION

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

BROAD OBJECTIVES

Each student will:

1. Become aware of any interest he may have in careers related to the restaurant business and understand his abilities to perform specific tasks related to that career.
2. Understand that information and skills he gains in the classroom can be applied to experiences he may encounter in the restaurant business.
3. Be able to identify some instruments used to perform specific tasks in a restaurant.
4. Recognize the economic implications related to a career in the restaurant.
5. Realize that decisions he will make concerning his work will affect other people.
6. Become aware of critical thinking skills and interpersonal behavior appropriate to a career with the restaurant.
7. Recognize responsibility and the importance of completing assigned tasks.
8. Understand that a job well done is rewarded by self-satisfaction and recognition from others.

INTRODUCTION:

Most students in an educable mentally retarded class can develop enough skill and competency to enter a career with a restaurant. This unit is aimed at building an awareness of the varied careers related to a restaurant - the manager, clerk, waiter, waitress, chef, cook, dishwasher, and custodian.

MOTIVATING ACTIVITIES	RESOURCES
Field trip to restaurant. Let students order own meal and pay at check-out counter. After eating, visit kitchen and discuss jobs.	Restaurant
Read story.	I Want To Be A Restaurant Owner by Carla Greene.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What do you think working in a restaurant would be like? What different kinds of jobs could you do in a restaurant?	Class will discuss types of work done in a restaurant based on prior knowledge and what they learned from field trip.	Filmstrip: CF-A125 My Mother Is A Waitress IFC
	Show filmstrip. Discuss	
	Begin booklet of different workers. (Color worksheets and/or newspaper clippings.)	Worksheets, magazines.
	Use opaque projector to do bulletin board of restaurant workers.	Opaque projector.
2. What appliances are needed to operate a restaurant? How does a restaurant look on the inside?	Recall things class saw at restaurant.	
	Draw a picture of what they remember.	
	Build a restaurant large enough for children to work in.	Refrigerator boxes.
3. What specific duties does a restaurant manager have?	Invite a manager to visit class and tell about his job.	Resource person: Restaurant manager
	Show filmstrip. Discuss.	CF-A218 Workers Who Provide Services Coronet

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Continue booklet of restaurant workers.	
4. What duties does a clerk have?	Invite a clerk to visit class.	Resource person - clerk.
	Continue booklet.	
	Correlate Math lessons dealing with adding money to get a correct sum and making change for a customer.	Cash register, play money.
5. What duties does a chef or a cook have?	Let a small group of students make an appointment to interview a cook and a chef. Let them tape record the interview to show with the rest of the class. Allow the class to decide on questions to be asked prior to the interview.	Tape recorder.
	Show filmstrip. Discuss.	Filmstrips: CF-A25 The Baker. EyeGate CF-A217 Workers Who Provide Food. Coronet CF-CT-A114 Getting to Know the Bakery. Ed. Reading Service.
	Work puzzle.	Puzzle: C74 Baker C78 Cake Maker Playskool.
	Read books.	Let's Go To A Bakery Naomi Buchheimer. At The Bakery Lillian Colonius.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What duties does a waiter or a waitress have?	Listen to cassette. Discuss	CE-CT-All Waiters - Waitresses. Ed. Sensory Program.
	Shoe filmstrip. Discuss	CFA157 The Waitress. Eye Gate.
	Work puzzle.	C79 Waitress, Playskool
	Invite waiter and waitress to visit class and discuss their jobs.	Resource persons - waiter and waitress.
	Correlate Math lesson to include discussion of how a waitress or a waiter's actions and attitudes directly relate to his financial gains (tips,etc.) Role play an example of a waiter's cheerful attitude and one of a bad attitude. Let one student be the customer and show the different tips he would give to the different waiters.	
7. What duties does a dishwasher or a custodian have?	Let students visit school cafeteria and observe clean-up after lunch. If possible, let them be aides to scrape plates, load dishwasher, etc.	School cafeteria.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Invite a custodian from a restaurant to visit class and explain his duties.	Resource person - Custodian
8. What other types of jobs could a person do after working in a restaurant?	Class discussion of their ideas. List on chart.	
	Show filmstrip. Discuss.	CF-A160 The School Cafeteria Worker Eye Gate
9. Why do most people enjoy eating at a restaurant?	Let several students take a tape recorder home to interview their mothers on why they enjoy eating out. They could also interview fathers, neighbors, etc. Play interviews and allow whole class time for discussion.	Tape recorder. Parents, neighbors.
	Show filmstrip. Discuss.	CF-H15 Your Tasting Tongue. Jam Handy 19
	Read books.	Salt, Sugar, & Spice. Walter Buehr. What We Eat Lois Johnson Nothing To Eat But Food Frank Jupe

CULMINATING ACTIVITIES	RESOURCES
Let each student choose his favorite restaurant job. Use restaurant students built to role play each career. After practicing, let class choose a meru, cook a meal, and serve it. Emphasize the importance of each person's cocperation and responsibility. If possible invite another special class to come in and be customers.	Model Restaurant Food
Read book.	Little Bear Learns to Read The Cook Book. Janice. Eating and Cooking Around the World. Erick Berry.

1. Books:

Berry, Erick. Eating & Cooking Around The World. Day, 1963.

Buchheimer, Naomi. Let's Go To A Bakery. Putnam, 1956.

Buehr, Walter. Salt, Sugar, and Spice. Morrow, 1969.

Colonius, Lillian and Schroeder, Glenn W. At The Bakery. Melmont, 1967.

Greene, Carla. I Want To Be A Restaurant Owner. Children's Press, 1959.

Janice. Little Bear Learns To Read The Cook Book. Lothrop, Lee, and Shepard, 1969.

Johnson, Lois S. What We Eat. Rand McNally, 1969.

Jupo, Frank. Nothing To Eat But Food. Aladdin, 1954.

2. Cassettes:

Waiters - Waitresses. Ed. Sensory Program.

3. Filmstrips:

The Baker. Eye Gate.

Your Tasting Tongue. Jam Handy, 19.

My Mother Is A Waitress. IFC.

The School Cafeteria Worker. Eye Gate.

The Waitress. Eye Gate.

Workers Who Provide Food. Coronet.

Workers Who Provide Services. Coronet.

Getting To Know The Bakery. Educational Reading Services.

4. Puzzles:

Baker. Playskool.

Cake Maker. Playskool

Waitress. Playskool.

5. Study Prints:

Food & Nutrition. David C. Cook.

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: OUR HOMES - SHELTER

"THE ROOF OVER MY HEAD"

APPROXIMATE GRADE LEVEL: PRIMARY EDUCABLE

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. DUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
THE RADFORD CITY SCHOOLS
1612 WADSWORTH STREET
RADFORD, VIRGINIA 24141
PHONE: 1-703-639-6673

INTRODUCTION TO: Our Homes-Shelter
"The Roof Over My Head"

A study of homes is a logical extension of the study on self("How Others See Me"). After the student learns about himself, he will naturally be more curious about his home and family. Since occupations related to homes, the construction of homes, as well as the maintenance of homes, are realistic choices for special students. The experience and knowledge gained from this unit will be useful in later life.

MOTIVATING ACTIVITIES	RESOURCES AND MATERIALS
Filmstrip and story: (F-L9) Hansel and Gretel(Gingerbread House) Dramatize story Hansel and Gretel	Filmstrip: (F-L8) Hansel and Gretel

BROAD OBJECTIVE: To help students gain an appreciation of our hmmes. 2

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What kinds of homes are in our neighborhood?	Read stories(pupils and teachers) Read poems Take field trip around school and in neighborhood where most of class reside to view kinds of homes. Filmstrip-view and discuss.	Story: Three Little Pigs (p.60) The House That Jack Built The City Mouse and the Country Mouse(p.94) Childcraft-Vol.2 Filmstrip: The Homes We Live In-Jam Handy Poem: There Was An Old Woman(p.31) The House of the Mouse(p.94) The Shiny Little House(p.16) Childcraft-Vol.2 (Mrs. Showalter's room)
2. What kinds of rooms does a house have?	Make a list of rooms in a home and the furnishings used in each room. Use picture cards of furnishings from Peabody Kit and match all furnishings with the room they should go in.	Childcraft-Vol.6(Mrs. Darden's room) 1. Adobe(p.127) 2. Apartment(p.123) Peabody Reading Kit
3. Why do we need homes?	Transparency-Home as a Place of Shelter. Class discussion of weather factors.	Transparency: Home as a Place of Shelter(creative visuals)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Read stories(pupils) The Cloud House in the Sky p.94(Sun and Shadow) Moving Day-The Apartment p.116-122(Sun and Shadow) The Little Clay House p.97(Together We Go) A Baby in the House p.135(Together We Go) Tools for Work p.102(A World of Surprises) Two is a Team p.201-221(A World of Surprises) The Painted House p.8(Going Places, Seeing People) My Home p.46(Going Places, Seeing People) Plan one extra chore that you can do daily to help at home. Make a poster illustrating rules of courtesy at home. Make a chart of all home jobs, who does them, and which ones you can help with.	Science experiment: Why green lumber is not used in building by wetting a piece of plywood and drying as quickly as possible. Reading textbook: Sun and Shadow Reading textbook: Together We Go Childcraft-Vol.10, p.218-219 "The Carpenter's Cutting Tools"

BROAD OBJECTIVE: To help students develop an understanding of workers involved in building, furnishing and maintaining our homes. 4

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What workers are needed to build a house? How did the workers learn their skills?	Class discussion of workers they can think of and how they learned the skills. Make a picture book of construction workers depicting as many different phases of their jobs as possible. Invite a carpenter, plumber, electrician(any other available person children might know) in to briefly explain their work and how they learned their skills.	Childcraft(Mrs. Darden's room) Moving(Vol.7 p.83) Carpenter(Vol.7 p.91) Apron(Vol.9 p.221) Belt(Vol.10 p.68) Tools(Vol.10 p.192,219) (Vol.9 p.94,95) Electrician(Vol.10 p.130) Plumber(Vol.8 p.25-41, Vol.10 p.177) Painter(Vol.10 p.165)
2. Where do the materials to build our homes and furnishings come from?	Collect and make an exhibit of different kinds of materials used in constructing a house. Make a picture chart of household furnishings(emphasizing as many different types of materials used in each). Collect pictures and make a bulletin board of tools that would be used in bldg.a house. Filmstrip, records or cass.	Childcraft(Mrs. Darden's room) Bricks for Houses(Vol.7 p.76) Grass(Vol.5 p.290) Mud(Vol.5 p.282) Paper(Vol.5 p.71) Tree(Vol.5 p.142,286) How to Make Furniture (Vol.9 p.106) Filmstrip, records or cassettes: (Singer/SVE)World of Work: The Home We Live In How We Get Our Homes

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. What important tasks need to be done in our homes? Who performs these tasks?	Learn and sing songs: At Our House(p.8) Leaky Faucet(p.6) Making Cookies(p.10) Needle sing(p.11) Old House(p.83)	Music textbook: Music in our Town
	Pantomine the work of different kinds of duties in home. Have other children guess which worker is being represented.	Music textbook: Discovering Music
4. In what ways can we	Learn and sing songs: Helpers(p.44-Disc.Music) Help me Today(p.80-Disc.M) If You're Happy(p.8-This Is Music)	Music textbook: This Is Music
	Play rhythmic game- If You're Happy(p.8-This Is Music) Come Sing and Play(p.6-This Is Music)	
	Read stories(pupil) The Little Red Hen(p.46) Act out play, Little Red Hen	Textbook: Together We Go

BROAD OBJECTIVE: To help students develop a realization and appreciation of the many conveniences in our homes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do we heat our homes in winter? How do we cool them in summer?	Class discussion of ways their homes are heated and cooled.	Childcraft(Mrs. Darden's room) Furnace(Vol.6 p.134, Vol.8 p.58-61)
2. What materials are used for insulation?	Invite school custodian to explain heating system in school.	
	Make an exhibit and label types of fuel. Discuss advantages and disadvantages.	Language textbook: Unit on "Labeling Things".
3. What furnishings does a home need? What purposes does furniture serve? Of what materials is furniture usually made?	Read poems(pupil or teacher)	Poems-Childcraft-Vol.1 (Mrs. Showalter's room) The Clock(p.64) My Bed(p.67)
	Class discussion of advantage and disadvantages of rugs, carpets, tile, cement, linoleum, bare wooden floors.	
	Cut out pictures of furniture for a room and arrange it several ways, deciding on the most convenient arrangement.	Poems-Childcraft-Vol.1 (Mrs. Showalter's room) The Clock(p.64) My Bed(p.67)

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Make something useful or decorative for the home. (Book marks, memo pads, napkin rings, door stops, letter-holder, pin cushion).	
	Make a list of labor-saving devices.	
4. What conveniences for the home have come in to use recently? How do they add to our comfort and well being?	View and discuss film.	Film: Pioneer Home(#80904 Rad.)
	Filmstrip and cassette-view and discuss.	Filmstrip and cassette: (Eye Gate) The Story of Houses What's Around Us-The Home
	Math-identify and work simple addition and subtraction problems with "sets" of objects and "groups" of workers, furniture, etc. in the home.	Childcraft(Mrs. Darden's room) Refrigerator(Vol.6 p.155) Telephone(Vol.6 p.281) Television(Vol.6 p.291) Dishwasher(Vol.6 p.177) Washer & dryer(Vol.8 p.223, Vol.6 p.173)
	Report on any particular book you think would interest the class(book report).	Books for reading table are included in back of unit.

CULMINATING ACTIVITY:

CULMINATING ACTIVITY	RESOURCES AND MATERIAL
Construct a house Role play(people who build the house as well as family who lives in the house). Let each child construct his own house.	

BIBLIOGRAPHY

1. Books:

Adamson, Gareth. Mr. Bidge Builds a House. Chilton, 1963.
Baker, Eugene. I Want to Be an Architect. Children's, 1969.
Barrett, Judith. Old MacDonald Had An Apartment House. Atheneum, 1969.
Bolian, Polly. I Know a House Builder. Putnam, 1968.
Burns, William. World Full of Homes. McGraw, 1953.
Burton, Virginia Lee. Little House. Houghton, 1942.
Carpenter, Frank. The Houses We Live In. American Book Co., 1926
Carter, Katherine. True Book of Houses. Children's, 1957.
Clark, Ann Nolan. In My Mother's House. New York: Viking, 1941.
Coatsworth, Elizabeth. The Sod House. New York: McMillan, 1954.
Craig, Jean M. Not Very Much of a House. New York: W. W. Norton, 1957.
Devlin, Harry. What Kind of House is That? Parents', 1969.
DeRegines, Beatrice Shenk. A Little House of Your Own. New York: Harcourt, 1955.
Duvoisin, Roger. The House of Four Seasons. New York: Lothrop, Lee and Shepart Co., Inc., 1956.
Foster, Joanna. Homes, Shelter and Living Space. Parents', 1972.
Godden, Rumor. Mouse House. New York: Viking, 1957.
Godden, Rumor. The Dolls House. New York: Viking, 1962.
Greene, Carla. I Want to Be a Carpenter. Children's, 1959.
Greene, Carla. I Want to Be a Homemaker. Children's, 1961.
Kraus, Ruth. A Very Special House. New York: Harper & Row, 1953.
Kraus, Ruth. Big World and the Little House. Harper, 1949.
Kuskin, Karla. Square as a House. New York: Viking, 1962.
Lenski, Kois. Let's Play House. New York: Henry Z. Walck, 1914.
Lesieg, Theo. Come Over to My House. Random, 1966.
Meigs, Cornelia. Mystery at the Red House. New York: MacMillan, 1961.
Miles, Betty. A House for Everyone. Knopf, 1958.
Milne, A. A. The House at Pooh Corner. New York: Dutton, 1961.
Norling, Josephine. Pogo's House. Holt, 1941.
Politi, Leo. A Boat for People. New York: Charles Scribners, 19
Provus, Malcolm. How We Get Our Shelter. Benefic Press, 1962.
Sawyer, Ruth. The Enchanted School House. New York: Viking, 195
Shapp, Martha & Charles. Let's Find Out About Houses. Watts, 196
Skaar, Grace. The Little Red House. Scott, 1955.
Sorenson, Virginia. The House Next Door. New York: Scribner, 19
Wilder, Laura Ingalls. Little House in the Big Woods. New York: Harper, 1953.
Wilder, Laura Ingalls. Little House on the Prarie. New York: Harper, 1953.
Wilkinson, Jean. Come to Work With Us in House Construction. Sextant, 1970.

2. Teachers' Books:

Berg, Richard C. Discovering Music 2. American Book Company.
Conlin, David A. Our Language Today. American Book Company.
Cooper, Elizabeth K. Sun and Shadow. Harcourt Brace.
Gundlach. Mathematics 2 sets-Numbers-Numerals. Laidlaw.
Sur, William R. and others. This Is Music. Allyn and Bacon.

3. Films:

Pioneer Home. Radford College.

4. Filmstrips:

Hansel and Gretel. F-L8 school library.
Home We Live in, The. SVE.
Homes We Live In. Jam Handy.
How We Build Houses. (How We Build Things series) IFC, 1968.
How We Get Our Homes. SVE.
My Dad Is a Carpenter. (Fathers at Work series) IFC, 1968.
My Dad-The Construction Foreman. (What Does Your Dad Do series) Jam Handy, 1972.
Story of Houses. Eye Gate.
What's Around Us-The Home. Eye Gate.

5. Transparency: Home as a Place of Shelter(Creative visuals)

Peabody Kit